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power; there is no representative of high-school fraternities on the College Entrance Board, and there you are. Some of our young patriots object to taxation without representation.

The late Samuel Butler wrote in his *Notebooks* (p. 103), "If a boy is idle and does not want to learn anything at all, he should never be made to learn anything till it is pretty obvious that he cannot get on without it." I wish that Samuel Butler had been so situated about the year 1877 that he pretty obviously could not have got on without teaching Burke to boys. He certainly could not have succeeded as well as Mr. Miller has succeeded in his editorial work. The vice-principal of the Detroit Central High School has always been an ardent Macaulay man, and has furnished an introduction which ought to fan any boyish spark of literary feeling into a flame. Macaulay's manliness, generosity, humor, power of toiling terribly—these things come out sharply in Mr. Miller's presentation.

And he is temperamentally felicitous in editing the Lincoln speech. The life of Lincoln has often been sketched for educational purposes, because we discover and rediscover that no other biography is half so precious in awakening young Americans. But I doubt if the task has ever been so well done in a dozen pages as Mr. Miller has done it. Lincoln's boyhood, with the exact educational value of its various hardships, is convincingly interpreted to high-school boys. Then the history of the slavery question is laid out with luminous simplicity, and we see the railsplitter growing into the life of the nation. We see character making history, and it is none too easy to see that in our times, or to prove to youth that character does make history.

There are adequate notes to all the speeches, and questions that will compel the student to examine the text repeatedly.

I was too much interested to be critical about minima. There is a misprint on p. 56 (line 6). On p. 56, David W. Field should be David D. Field. On p. 52 some word like "general" is needed before "store" to prevent a possible misunderstanding.

E. H. LEWIS

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### BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

*An Inland Voyage and Travles with a Donkey.* By ROBERT LOUIS STEVENSON.

Edited for schools by ROBERT ALLEN ARMSTRONG. New York: American Book Co., 1913.

An addition to the "Eclectic English Classics" series.

*East o' the Sun and West o' the Moon, with Other Norwegian Folk Tales.* Retold by GUDRUN THORNE-THOMSEN. Chicago: Row, Peterson & Co., 1913. The versions used by a popular and successful story teller.

*Lucita: A Child's Story of Old Mexico.* By RUTH GAINES. Chicago: Rand McNally & Co., 1913. 50 cents.  
Pleasantly written and beautifully illustrated.

*English Composition in Theory and Practice.* New and revised edition. By HENRY SEIDEL CANBY and OTHERS. New York: Macmillan, 1913. Pp. 465. \$1.25 net.

*An Advanced English Grammar.* By GEORGE LYMAN KITTREDGE and FRANK E. FARLEY. Boston: Ginn & Co., 1913. Pp. 333. 80 cents.

Intended for high-school use. The elementary principles are presented in plain type, while more difficult matters are treated in notes. Constructions are explained in accordance with the historical fact, and many illustrations are drawn from Shakespeare and other early writers of modern English.

*Language Teaching in the Grades.* By ALICE WOODWORTH COOLEY. Boston: Houghton Mifflin Co., 1913. 35 cents.

A recent number of the "Riverside Educational Monographs." The book is helpfully suggestive as to the teaching of language in connection with literature.

*New Ideals in Rural Schools.* By GEORGE HERBERT BETTS. Boston: Houghton Mifflin Co., 1913. 35 cents.

*Public Speaking for High Schools.* By DWIGHT EVERETT WATKINS. New York: American Book Co., 1913.

The author is quite right in supposing that many will think that his book over-emphasizes "action."

*La classe de Français.* By J. BEZARD. Deuxième édition. Paris: Libraire Vuibert, 1913. Pp. 316. Fr. 3.50.

An earlier "Journal of a Professor" by the author of *La méthode littéraire*. Both volumes are of much value to those who wish to know something of the methods of the French in teaching composition.

*Ma leçon-type d'entraînement.* By G. HERBERT. Paris: Libraire Vuibert, 1913. Pp. 208. Fr. 1.75.

An illustrated manual of physical exercises.

*Vocal Expression in Speech.* By HENRY EVARTS GORDON, with the editorial co-operation of ROLLO L. LYMAN. Boston: Ginn & Co., 1911. Pp. 315.

*A First Book of Composition for High Schools.* By THOMAS H. BRIGGS and ISABEL MCKINNEY. Boston: Ginn & Co., 1913. Pp. 300. 90 cents.  
To be reviewed.

*Rhetoric and the Study of Literature.* By ALFRED M. HITCHCOCK. New York: Henry Holt & Co., 1913. Pp. 410. \$1.00 net.  
To be reviewed.

*Masterpieces.* By the Girls of the Misses Masters' School. Privately printed. A charming volume of prose and verse selected from the work of the students in a well-known private school at Dobbs-Ferry-on-the-Hudson.

*The Future of English Poetry.* By EDMUND GOSSE. Pamphlet No. 25 of the English Association of Great Britain. Price 1s.